deutsch

German

Language Guide

July 2015
German 1.2
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German
Recommended Grammar Sequence

Table of Contents by Function **3**

Introductory Material **5**

Common Classroom Phrases & Numbers 20
Grammar Terms 21

Missionary Tasks

1. Meet Someone 22
2. Give a Simple Overview 24
3. Offer a Prayer 26
4. Testify 28
5. Extend an Invitation 30
6. Share a Scripture 32
7. Share an Experience 34

Grammar Principles

8. Regular Verb Conjugation 37
9. Modal Verbs 41
10. Conversational Past 44
    - Conversational Past “haben” 45
    - Conversational Past “sein” 46
11. Infinitives with zu 48
    - Infinitives with zu 49
    - Infinitives with zu (um...zu) 50
12. Accusative Case and Prepositions 52
    - Accusative Case 53
    - Accusative Prepositions 54
13. Dative Case and Prepositions 56
    - Dative Case 57
    - Dative Prepositions 58
14. Two-Way Prepositions 61
15. Genitive Case 65
16. Subordinating Conjunctions 68
    - Subordinating Conjunctions: Part I 69
    - Subordinating Conjunctions: Part II 70
17. Reflexive Verbs and Pronouns 73
18. Separable Prefixes 77
19. Narrative Past 80
    - Narrative Past (Regular Verbs) 81
    - Narrative Past (Irregular Verbs) 82
20. Relative Pronouns 85
21. Passive Voice 89

Appendix

Article & Adjective Endings 92

Asking about and describing actions and events

Conversational Past “haben” 47
Conversational Past “sein” 48
Dative Case 59
Dative Prepositions 60
Infinitives with zu 51
Reflexive Verbs and Pronouns 76
Regular Verb Conjugation 40
Separable Prefixes 80

Asking about and describing objects, people, and their characteristics

Accusative Case 55
Relative Pronouns 88

Asking about and describing possession or ownership

Genitive Case 68

Asking about and expressing desire, need, preference, ability, intention, or purpose

Accusative Prepositions 56
Infinitives with zu (um...zu) 52
Modal Verbs 44

Asking and answering questions of cause and effect

Subordinating Conjunctions-Part I 71
Subordinating Conjunctions-Part II 72

Asking and answering questions of time, date, and location

Two-Way Prepositions 64

Narrating experiences and telling stories

Narrative Past (Irregular Verbs) 84
Narrative Past (Regular Verbs) 83
Passive Voice 92

MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

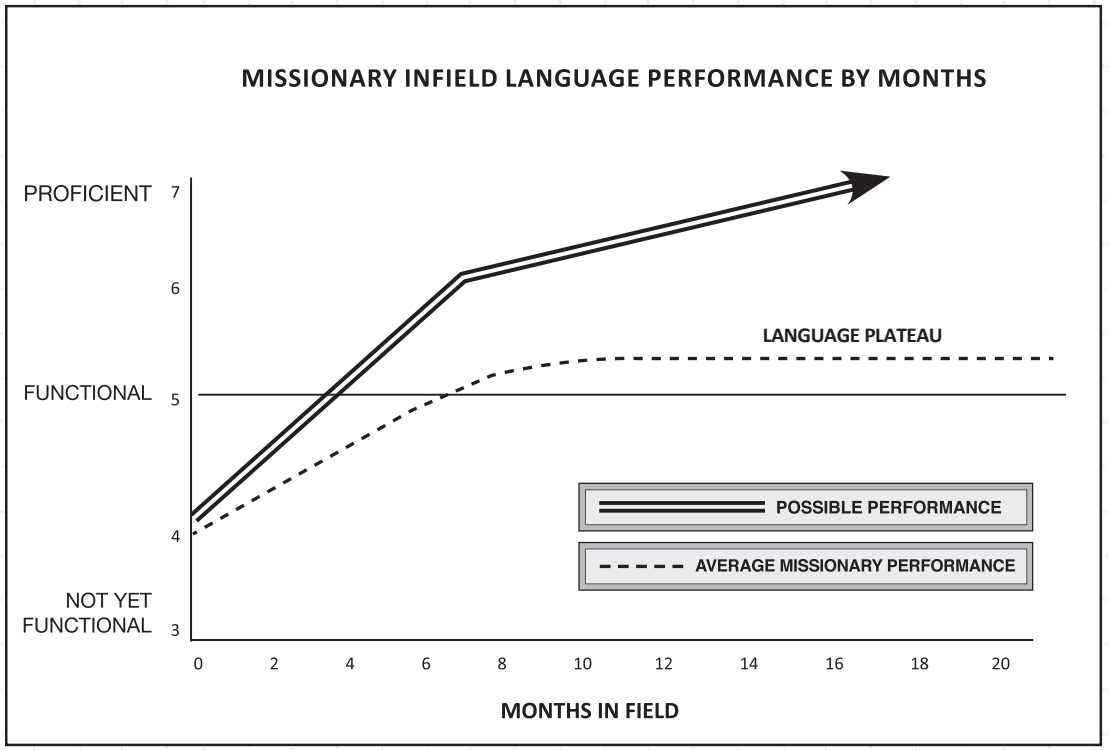
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



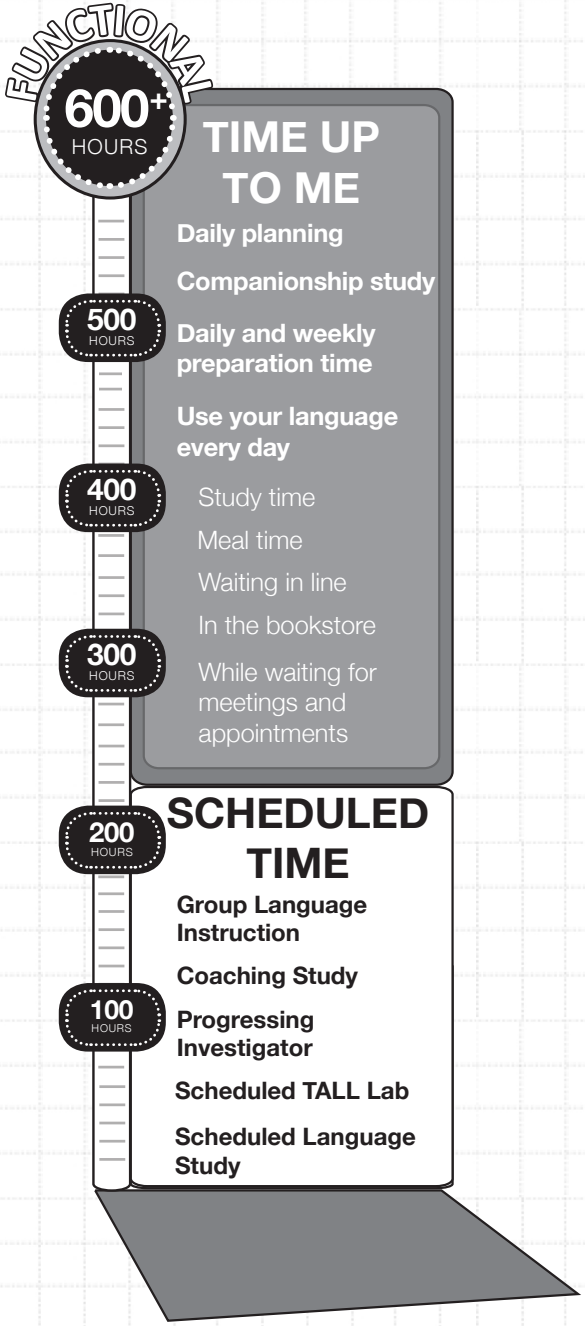
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

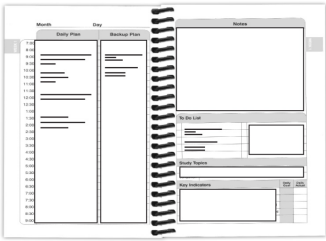
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

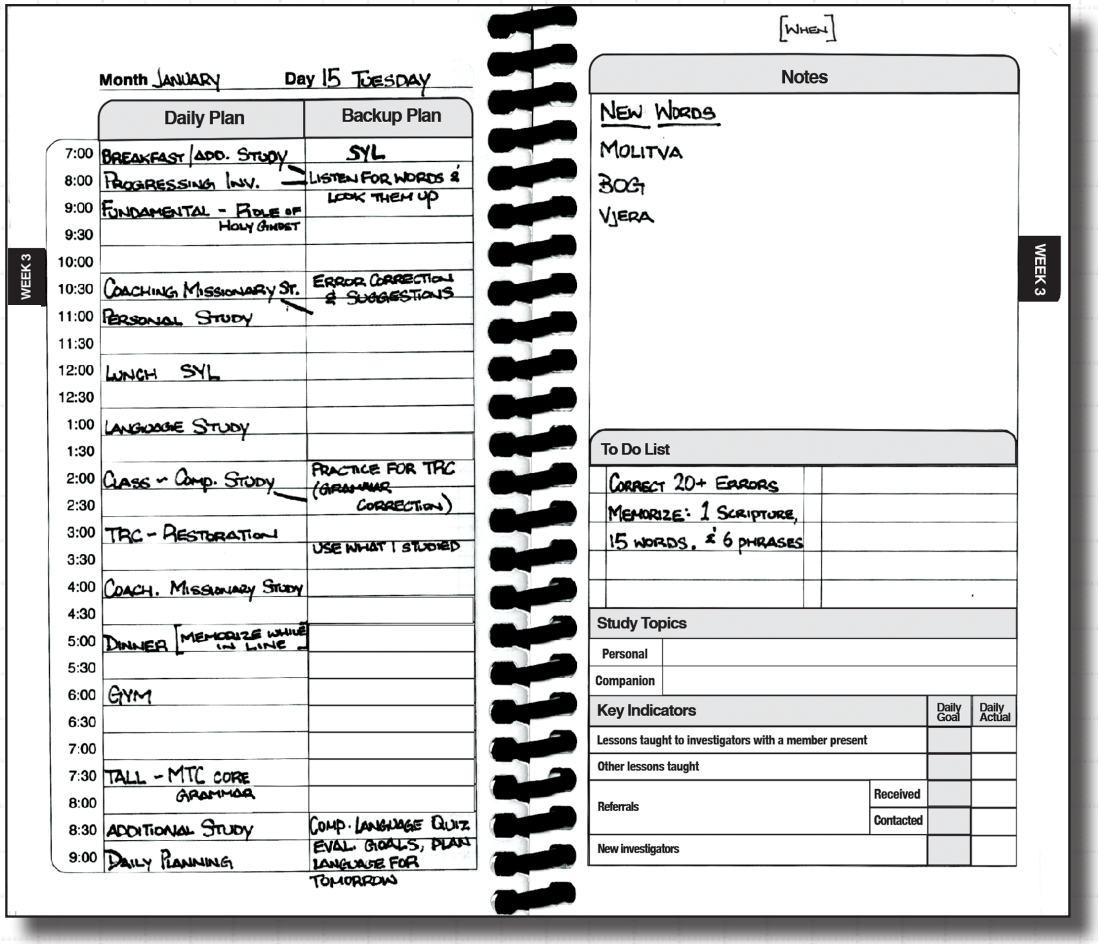
Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

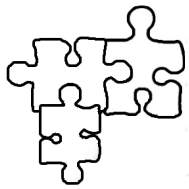
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

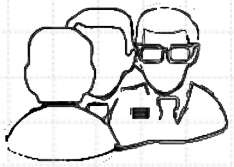


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

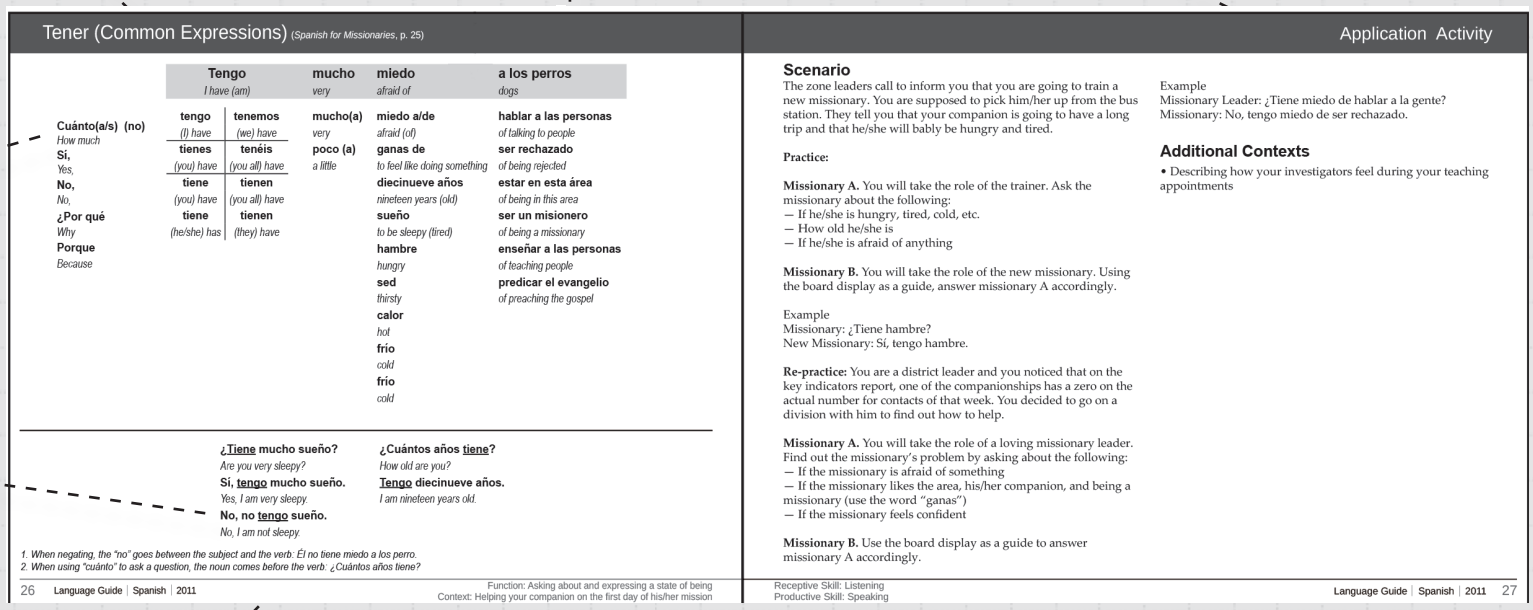
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

26 Language Guide | Spanish | 2011

Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

Language Guide | Spanish | 2011 27

QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

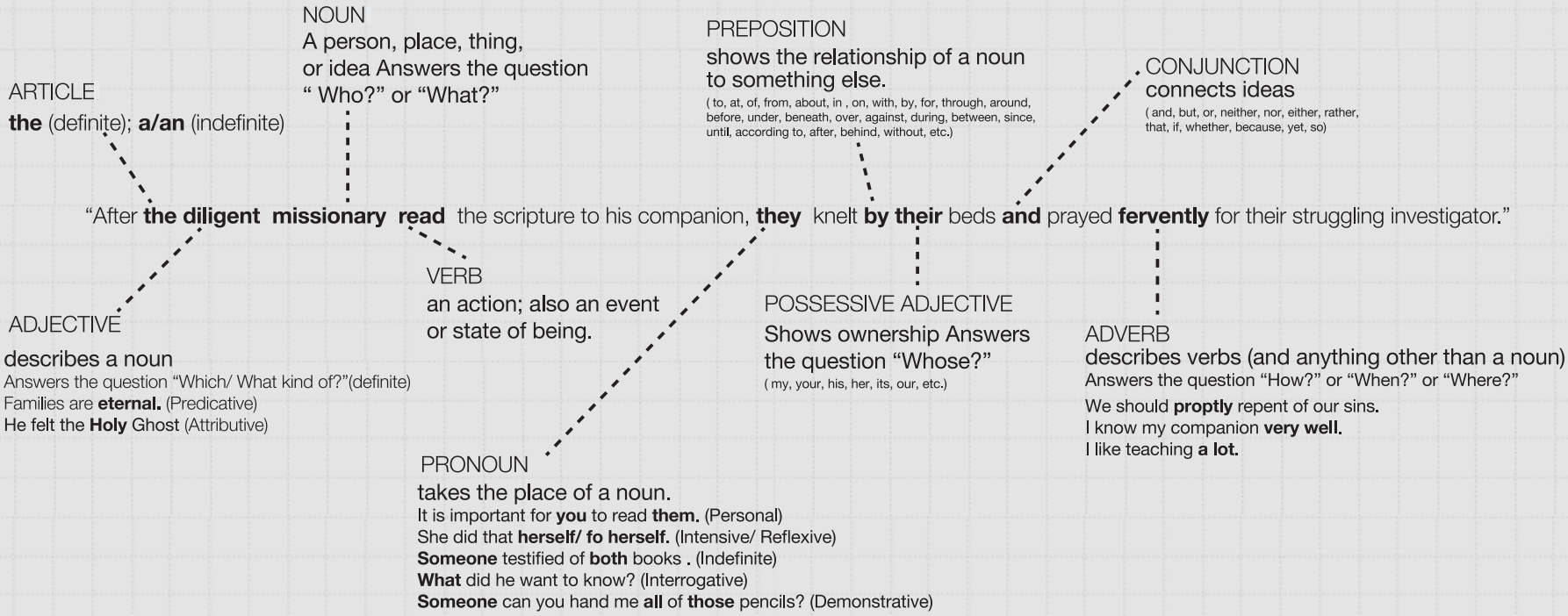
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Common Classroom Phrases & Numbers

Questions
Wie sagt man ____? *How do you say ____?*
Wie buchstabiert man ____? *How do you say ____?*
Was bedeutet ____? *What does ____ mean?*
Haben Sie eine Frage? *Do you have a question?*
Verstehen Sie? *Do you understand?*
Darf ich auf Toilette? *May I use the restroom?*
Werden Sie das Gebet sprechen? *Will you say the prayer?*
Alles klar? *Is everything clear/ok?*

Question Words	
wer	*who*
was	*what*
wo	*where*
wann	*when*
warum	*why*
wie	*how*

Phrases
Ich habe eine Frage. *I have a question.*
Ich verstehe (nicht). *I (don't) understand.*
Kommen Sie (he)rein! *Come in!*
Stehen Sie bitte auf. *Please stand up.*
Setzen Sie sich hin. *Sit down.*
Wählen Sie bitte ein Leid. *Please choose a song.*
Sprechen Sie mir nach. *Repeat after me.*
Danke. *Thank you.*
Bitte. *You're welcome.*
Alles klar. *Everything is clear/ok.*

Numbers	
1	*eins*
2	*zwei*
3	*drei*
4	*vier*
5	*fünf*
6	*sechs*
7	*sieben*
8	*acht*
9	*neun*
10	*zehn*
11	*elf*
12	*zwölf*
13	*dreizehn*
14	*vierzehn*
15	*fünfzehn*
16	*sechzehn*
17	*siebzehn*
18	*achtzehn*
19	*neunzehn*
20	*zwanzig*

Numbers	
21	*einundzwanzig*
22	*zweiundzwanzig*
23	*dreiundzwanzig*
30	*dreizig*
40	*vierzig*
50	*fünfzig*
60	*sechzig*
70	*siebzig*
80	*achtzig*
90	*neunzig*
100	*einhundert*
1000	*eintausend*
1820	*achtzehnhundert-zwanzig*
1st	*erste*
2nd	*zweite*
3rd	*dritte*
4th	*vierte*
5th	*fünfte*
6th	*sechste*
7th	*siebente*
8th	*achte*
9th	*neunte*
10th	*zehnte*
20th	*zwanzigste*

Part of Speech	Definition	Example
Subject	Who is doing the action. You can usually find the subject if you ask "who or what 'verbs' or 'verbed'?"	Joseph Smith betete. *Joseph Smith prayed.*
Verb	An action word. This describes the action or state of being. Verbs have tenses, such as past, present, and future.	Joseph Smith betete. *Joseph Smith prayed.*
Noun	A person, place, or thing. These can also be (and often are) the subject of a sentence. In German, nouns are always capitalized.	Jesus Christus ist perfekt. *Jesus Christ is perfect.*
Pronoun	A word that takes the place of a noun. In the sentence "God is our Father," the word "God" can be replaced with "He." Common pronouns are I, you, he, she, it, they, we, me, him, her, them, us, etc.	Gott ist unser Vater. *God is our Father.* Er ist unser Vater. *He is our Father.*
Object	Who or what is being acted upon by the subject of the sentence. In German, there are two different kinds of objects: direct and indirect. A *direct object* is the noun or pronoun being "verbed." An *indirect object* (less common) is the noun or pronoun that can usually be indentified by asking the question "to/for whom?"	Direct Object: Wir gaben ihm das Buch. *We gave him the book.* Indirect Object: Wir gaben ihm das Buch. *We gave him the book.*
Adjective	Describes a noun (person, place, or thing). In German, these can have endings (see the chart at the end of this book for examples).	Jesus Christus ist perfekt. *Jesus Christ is perfect.*
Adverb	Describes a verb or adjective. In English, these usually end with "-ly." In German, adjectives can often be used as adverbs also.	Er betete aufrichtig. *He prayed sincerely.*
Preposition	Shows a noun's relationship to another word in the sentence. A good basic rule to follow is any word that fills in the blank "____ the box" (*on* the box, *in* the box, *through* the box, etc.).	Ich komme aus Kalifornien. *I am from California.*
Article	In English, we only have the articles "the" and "a/an." In German, there are many forms of these articles. For example, all nouns have a gender, so "the" is either "der," "die," or "das." Articles also have different endings depending on the context. (See the chart at the end of this book for more examples.)	Joseph Smith war der Prophet. *Joseph Smith was the prophet.* Joseph Smith war ein Prophet. *Joseph Smith was a prophet.*

Pre-Class Work:

Memorize the following vocabulary before in-class instruction.

Nouns	
Gott	*God*
Jesus Christus	*Jesus Christ*
Jesu Christi	*of Jesus Christ*
die Kirche	*church*
der Name	*name*
die Schwester	*sister*
der Bruder	*brother*
die Familie	*family*
der Vater	*father*
die Mutter	*mother*
die Geschwister	*siblings*
der Missionar	*missionary*
die Missionarin	*female missionary*
der Repräsentant	*representative*
die Freizeit	*free time*

Adjectives/Adverbs	
groß	*large*
gläubig	*religious*
beruflich	*occupationally*

Question Words	
woher	*where from*
wohin	*where to*

Verbs	
sein	*to be*
haben	*to have*
heißen	*to be called*
kommen	*to come*
gehen	*to go*
machen	*to do*
wohnen	*to live*
glauben	*to believe*

Prepositions	
für	*for*
von	*from*
zu	*to*
in	*in*

Pronouns	
ich	*I*
er	*he*
sie	*she*
Sie	*you*
sie	*they*
wir	*we*
uns	*us*
mich	*me*

In-Class Practice:

Meet other missionaries in your district. Switch off between being an investigator and being yourself so that you can prepare to get to know your investigator.

Additional Practice:

In German, get to know three new missionaries who are in your zone but not your district.

Grammar Help:

Notice in normal sentences, the subject comes first and the verb comes second in the sentence. However, when asking questions, the verb comes before the subject. If the question uses a question word (*what, how,* etc.), these words come before the verb.

Introduce Yourself		
Subject	**Verb**	**Other**
Ich *I*	bin *am*	Missionar(e) / Missionarin(nen). *a missionary(ies) / a female missionary(ies).* Elder / Sister ____. *Elder / Sister ____.*
Wir *We*	sind *are*	Repräsentant(en) Jesu Christi. *a representative(s) of Jesus Christ.*

Tell Your Name		
Subject	**Verb**	**Other**
Ich *I*	heiße *am called*	Elder ____. *Elder ____.*
Mein Name *My name*	ist *is*	Sister ____. *Sister ____.*

Tell Where You're From		
Subject	**Verb**	**Other**
Ich *I*	komme *come*	aus ____. *from ____.*
	gehe *go*	nach ____. *to ____.*

Tell about Your Family		
Subject	**Verb**	**Other**
Ich *I*	habe *have*	eine Schwester. *a sister.* keine Brüder. *no brothers.*

Ask Others' Name		
Question Word	**Verb**	**Subject**
Wie *How*	heißen *are called*	Sie? *you?*
Was *What*	ist *is*	Ihr Name? *your name?*

Ask Where Others are From		
Question Word	**Verb**	**Subject**
Woher *From where*	kommen *come*	Sie? *you?*
Wohin *To where*	gehen *go*	

Ask Others about Family		
Question Word	**Verb**	**Subject**
Wie groß *How big*	ist *is*	Ihre Familie? *your family?*
Wo *Where*	wohnt *lives*	

Religious Questions		
Verb	**Subject**	**Other**
Glauben *Believe*	Sie *you*	an Gott? *in God?*
Sind *Are*		gläubig? *religious?*
Gehen *Go*		zur Kirche? *to church?*

Other Questions			
Question Word	**Verb**	**Subject**	**Other**
Was *What*	machen *do*	Sie *you*	gern? *gladly?*
			beruflich? *occupationally?*
			in Ihrer Freizeit? *in your free time?*

Pre-Class Work:

Memorize the following vocabulary before in-class instruction.

Nouns	
das Kind	*child*
Jesus Christus	*Jesus Christ*
der Erretter	*Savior*
das Wort	*word*
das Buch	*book*
die Bibel	*the Bible*
die Propheten	*prophets*
die Liebe	*love*
der Plan	*plan*
die Vollmacht	*authority*
die Bedeutung	*meaning*
der Zweck	*puropse*
der Himmel	*heaven*
das Gebet	*prayer*
der Glaube	*faith*
der Vater	*father*
die Familie	*family*
Gottes	*of God*
die Erfahrung	*experience*
die Beziehung	*relationship*

Adjectives	
wahr	*true*
wichtig	*important*

Verbs	
sein	*to be*
haben	*to have*
glauben	*to believe*
beten	*to pray*
lesen	*to read*

Prepositions	
für	*for*
von	*from*
mit	*with*
zu	*to*
in	*in*

Pronouns	
ich	*I*
er	*he*
es	*it*
sie	*she*
Sie	*you*
sie	*they*
wir	*we*
uns	*us*
mich	*me*

In-Class Practice:

Teach your companion as an investigator a brief summary of the first lesson. Try to create at least one sentence for each of the eight headings found in the first lesson.

Additional Practice:

Teach your companion a brief summary of the next lesson you have planned for your investigator.

Grammar Help:

Notice how the form or “conjugation” of the verb changes depending on the subject. We do this in English as well. For example, we say *I am, he is,* and *we are*. The words *am, is,* and *are* are different conjugations of the same verb *to be*.

Simple Sentences with *Sein*			
Subject	**Verb *Sein***	**(Not)**	**Other**
Ich *I*	bin *am*		ein Kind Gottes. *a child of God.*
Jesus Christus *Jesus Christ*			Ihr Vater. *your Father.*
Das Buch Mormon *The Book of Mormon*	ist *is*		unser Erretter. *our Savior.*
Gott *God*		(nicht) *(not)*	wahr. *true.*
Wir *We*			das Wort Gottes. *the word of God.*
Propheten *Prophets*	sind *are*		wichtig. *important.*
Sie *You/They*			da für uns. *there for us.*

Simple Sentences with *Haben*			
Subject	**Verb *Haben***	**(Not)**	**Object**
Ich *I*	habe *have*		Liebe für Sie. *love for you.*
Er/Sie/Es *He/She/It*			einen Plan für mich. *a plan for me.*
Himmlischer Vater *Heavenly Father*	hat *has*		Vollmacht von Gott. *authority from God.*
Das Leben *(The) Life*		(nicht) *(not)*	Bedeutung zu Gott. *meaning to God.*
Wir *We*			einen Zweck. *a purpose.*
Familien *Families*	haben *have*		einen Vater im Himmel *a Father in Heaven.*
Sie *You/They*			Glauben an ___. *faith in ___.*

What Questions			
Question Phrase	**Verb**	**Subject**	**Phrase**
Was für *What kind of*	haben *have*	Sie *you*	mit *with*
Erfahrungen *experiences*			Ihrer Familie? *your family?*
			dem Gebet? *prayer?*
			Gott? *God?*
eine Beziehung *relationship*			dem Glauben? *faith?*

Why Questions				
Question Word	**Verb**	**Subject**	**(Not)**	**Other**
Warum *Why*	glauben *believe*	Sie *you*	(nicht) *(not)*	an Christus? *in Christ?*
	beten *pray*			zu Gott? *to God?*
	lesen *read*			in der Bibel? *in the Bible?*

Pre-Class Work:

Memorize the following vocabulary before in-class instruction.

Nouns	
das Zeugnis	*testimony*
der Geist	*spirit*
die Hilfe	*help*
die Antwort	*answer*
die Wahrheit	*truth*
der Frieden	*peace*
die Freude	*joy*
Jesu Christi	*of Jesus Christ*
der Name	*name*

Verbs	
bitten (+um)	*to ask (for)*
danken (+für)	*to thank (for)*
segnen	*to bless*
helfen	*to help*
lernen	*to learn*
lehren	*to teach*
wissen	*to know*
erkennen	*to recognize*

Pronouns	
mich/mir	*me*
dich/dir	*thee*

Adjectives	
mein	*my*
dein	*your (thine)*
Ihr	*your*
unser	*our*
himmlisch	*heavenly*
geliebt	*beloved*
liebevoll	*loving*
dankbar	*thankful*
gehorsam	*obedient*
glücklich	*happy*

Prepositions	
um	*for*
für	*for*
mit	*with*
zu	*to*

Helpful Phrases
Dürfen wir beten? *May we pray?*
Werden Sie beten? *Will you pray?*
Wissen Sie, wie man betet? *Do you know how to pray?*

In-Class Practice:

Practice creating sentences you will say in a prayer. Think of what you are grateful for, what you need to be a successful missionary, and what your investigator needs to progress.

Additional Practice:

When you say your personal prayers, practice saying as much as you can in German.

Grammar Help:

Although the pronouns *mich* and *mir* (me) have the same meaning here, they are not interchangeable.

Dich and *dir* are used in prayer to say *thee*. In other contexts, they mean the informal *you*. (WHB pg. 9)

Um, like many prepositions, can have different meanings in different contexts. Keep this in mind when trying to memorize prepositions.

Address Heavenly Father			
Adjectives			Noun
Mein *My*	Himmlischer *Heavenly*	Liebevoller *Loving*	Vater *Father*
Unser *Our*	Lieber *Dear*	Geliebter *Beloved*	Gott *God*

Ask & Thank				
Subject	Verb	Object	Preposition	Noun
Ich *I* Wir *We*	bitte *ask* bitten *ask*	dich *Thee*	um *for*	ein Zeugnis. *a testimony.* deine Liebe. *Thy love.*
Ich *I* Wir *We*	danke *thank* danken *thank*	dir *Thee*	für *for*	den Geist. *the spirit.* deine Hilfe. *Thy help.*

Ask for Blessings			
Please	Verb	Object	Prepositional Phrase
Bitte *Please*	segne *bless*	mich *me* uns *us* Markus *Mark*	mit *with*	einem Zeugnis. *a testimony.* deiner Liebe. *Thy love.* dem Geist. *the Spirit.* einer Antwort. *an answer.*

Ask for Help					
Please	Verb	Object	Other	To	Verb
Bitte *Please*	hilf *help*	mir *me* uns *us* Katja *Katie*	die Wahrheit *the truth* Deutsch *German* Jens *Jens* gehorsam *obedient*	zu *to*	erkennen. *recognize.* lernen. *learn.* lehren. *teach.* sein. *be.*

Close
Im Namen Jesu Christi. Amen. *In the name of Jesus Christ, amen.*

Pre-Class Work:

Memorize the following vocabulary before in-class instruction.

Nouns	
die Schriften	*the scriptures*
die Gebote	*the commandments*
die Familien	*families*
das Evangelium	*the gospel*

Verbs	
wissen	*to know*
bezeugen	*to testify*
lieben	*to love*
können	*to be able to*
bedeuten	*to mean*

Adjectives	
wahr	*true*
ewig	*eternal*
heilig	*holy*

Pronouns	
es	*it*
Ihnen	*to you*

Conjunctions	
dass	*that*
und	*and*

In-Class Practice:

Bear testimony to your companion about things you know to be true, and ask questions you might want to ask your investigator about what he or she believes. Then switch roles.

Additional Practice:

For your next lesson, plan out what gospel truths you want to testify about. Then practice saying them.

Grammar Help:

Notice the difference between the words *dass* (that) and *das* (the). Although they are pronounced the same, they have different meanings.

Testify					
Subject	**Verb**	**That**	**Singular Noun**	**Other**	**Verb**
Ich *I*	weiss, *know,*	dass *that*	das Buch Mormon *the Book of Mormon*	wahr *true*	ist. *is.*
			der heilige Geist *the Holy Ghost*	mich *me*	segnet. *blesses.*
Wir *We*	wissen, *know,*		Christus *Christ*	Sie *you*	liebt. *loves.*
Subject	**Verb**	**That**	**Plural Noun**	**Other**	**Verb**
Ich *I*	weiss, *know,*	dass *that*	die Schriften *the scriptures*	von Gott *from God*	sind. *are.*
			die Gebote *the commandments*	unsere Familien *our families*	segnen. *bless.*
Wir *We*	wissen, *know,*		Gott und Christus *God and Christ*	uns alle *all of us*	lieben. *love.*

Yes/No Questions					
Verb	**Subject**	**That**	**Noun**	**Other**	**Verb**
Glauben *Believe*	Sie, *you,*	dass *that*	*(Use text from the Testify box after "dass")*		

Follow-Up Questions							
Question Word	**Verb**	**Subject**	**Other**	**That**	**Noun**	**Other**	**Verb**
Was *What*	bedeutet *means*	es *it*	Ihnen, *to you,*	dass *that*	*(Use text from the Testify box after "dass")*		
Warum *Why*	glauben *believe*	Sie *you*	daran, *in it,*				
Wie *How*	können *can*		wissen, *know,*				

5. Extend an Invitation

Pre-Class Work:

Memorize the following vocabulary before in-class instruction.

Nouns	
das Wort	*word*
die Weisheit	*wisdom*
die Taufe	*baptism*
die Umkehr	*repentance*
die Segnung	*blessing*
die Führung	*guidance*
das Gebot	*commandment*
die Schriftstelle	*scripture passage*
das Kapitel	*chapter*

Helpful Phrases
Wie war es? *How was it?*
Wie ging es beim Lesen? *How did the reading go?*
Wie fühlten Sie sich? *How did you feel?*

Verbs	
werden	*will*
taufen	*to baptize*
lassen	*to allow*
umkehren	*to repent*
befolgen	*to follow*
sehen	*to see*
müssen	*to have to*
sollen	*should*
empfangen	*to receive*
spüren	*to feel*

Past Tense Verbs	
gelesen	*read*
besucht	*visit*
gebetet	*pray*

Adverbs	
heute	*today*
morgen	*tomorrow*
jetzt	*now*
gestern	*yesterday*
täglich	*daily*
jeden Tag	*every day*
heute Abend	*tonight*

In-Class Practice:

Teach a short principle from a lesson to your companion. Then extend a commitment, promise blessings, and ask questions. After you are done, switch roles.

Additional Practice:

Decide which commitments your investigator should keep. Practice extending invitations, promising blessings, and asking questions that will help your investigator.

Grammar Help:

The past tense verbs here are only one form of past tense (known as “conversational past”). You will later learn the difference between the two forms of past tense: “conversational” and “narrative” past tense.

Extend Commitments			
Werden	**Subject**	**Other**	**Verb**
Werden *Will*	Sie *you*	Dritten Nephi Kapitel Elf *Third Nephi Chapter Eleven*	lesen? *read?*
		über das Buch Mormon *about the Book of Mormon*	beten? *pray?*
		zur Kirche *to church*	kommen? *come?*
		sich *yourself*	taufen lassen? *be baptized?*
		das Wort der Weisheit *the Word of Wisdom*	befolgen? *follow?*

Promise Blessings						
Wenn	**Subject**	**Other**	**Verb**	**Verb**	**Subject**	**Object**
Wenn *When/If*	Sie *you*	diese Schriftstelle *this scripture passage*	lesen, *read,*	empfangen *receive*	Sie *you*	eine Antwort. *an answer.*
		über die Wahrheit dieser Botschaft *about the truthfulness of this message*	beten, *pray,*			den Geist. *the spirit.*
		zur Kirche *to church*	kommen, *come,*	spüren *feel*		Gottes Liebe. *God's love.*
		sich *yourself*	taufen lassen, *be baptized,*	sehen *see*		Führung von Gott. *guidance from God.*
		dieses Gebot *this commandment*	befolgen, *follow,*			Segnungen. *blessings.*

Check for Understanding				
Warum	**Modal Verb**	**Subject**	**Other**	**Verb**
Warum *Why*	müssen *must*	Sie *you*	*(Use text from Extend Commitments box after "Sie")*	
	sollen *should*	wir *we*		

Follow Up		
Helper Verb	**Subject**	**Past Tense Verb**
Haben *Did*	Sie *you*	gelesen? *read?*
		die Kirche besucht? *visit church?*

Pre-Class Work:

Memorize the following vocabulary before in-class instruction.

Nouns	
der Vers	*verse*
der Glaube	*faith*
die Erde	*earth*
das Beispiel	*example*
die Seite	*page*

Verbs	
verstehen	*to understand*
entwickeln	*to develop*
bekommen	*to receive*
folgen	*to follow*
zeigen	*to show*

Conjunctions	
dass	*that*
wie	*how*
warum	*why*
was	*what*

In-Class Practice:

Choose a scripture that means something to you personally, and then share it with your companion. Be sure to introduce, read, and also apply the scripture.

Additional Practice:

Prayerfully decide which scriptures will best help your investigator. Then practice sharing them.

Grammar Help:

Notice that question words (such as *wie, warum, was*, etc.) can be used as a conjunction in the middle of a sentence. When used like this, they act as “subordinating conjunctions,” which you will learn about more later.

Introduce the Scripture						
Prepositional Phrase	**Verb**	**Subject**	**Conjunction**	**Subject**	**Other**	**Verb**
Von *From*	diesem Kapitel *this chapter*	lernen *learn*	wir, *we,*	wie *how*	wir *we*	Antworten *answers*	bekommen. *receive.*
						auf Erden *on Earth*	sind. *are.*
	dieser Schriftstelle *this scripture*	lesen *read*		dass *that*			
						den Geist *the Spirit*	erkennen. *recognize.*
In *In*			Sie, *you,*		Sie *you*		
	diesem Vers *this verse*	verstehen *understand*		warum *why*		Glauben *faith*	entwickeln. *develop.*

Read Together	
Phrase	**Noun**
Wir lesen *We are reading*	in Kapitel ___. *in chapter___.*
	Vers(e) ___. *verse(s) ___.*
Bitte lesen Sie *Please read*	auf Seite ___. *on page ___.*

Application Questions				
Question Word	**Modal Verb**	**Subject**	**Object**	**Infinitive Verb**
	können *can*		eine Antwort *an answer*	empfangen? *receive?*
			den Geist *the Spirit*	erkennen? *recognize?*
Wie *How*		Sie *you*	dem Beispiel Christi *the example of Christ*	folgen? *follow?*
	sollen *should*		das Buch Mormon *the Book of Mormon*	lesen? *read?*
Warum *Why*		wir *we*	die Gebote *the commandments*	halten? *keep?*
	müssen *must*		den Glauben *faith*	zeigen? *show?*

7. Share an Experience

Pre-Class Work:

Memorize the following vocabulary before in-class instruction.

Verbs	
sein	*to be*
haben	*to have*
beten	*to pray*
lesen	*to read*
bekommen	*to receive*
fühlen	*to feel*
sehen	*to see*
kommen	*to come*
erfahren	*to experience*
denken	*to think*

Past Tense Verbs	
waren	*was*
hatten	*had*
beteten	*prayed*
lasen	*read*
bekamen	*received*
fühlten	*felt*
sahen	*saw*
kamen	*came*
erfuhren	*experienced*
dachten	*thought*

Nouns	
das Problem	*problem*
der Zweifel	*doubt*
die Frage	*question*
die Mission	*mission*
das Jahr	*year*

Conjunctions	
als	*when/as*
bevor	*before*
während	*while/as*
nachdem	*after*

Adverbs	
zuerst	*first (of all)*
dann	*then*
danach	*after that*
endlich	*finally*
zuletzt	*last (of all)*

In-Class Practice:

Tell the Joseph Smith story to your companion as you would with an investigator. Share your testimony of Joseph Smith and how you received that testimony. Then switch roles.

Additional Practice:

Think of a personal experience you could share with your investigator that might help them. Practice sharing this experience.

Grammar Help:

The past tense verbs here are only one form of past tense (“narrative past”). Later you will learn about the difference between “narrative” and “conversational” past tense.

You may have noticed multiple translations for the word *when (wann, wenn, als)*. Learn to use these different words in the correct context.

Give Background Information						
Conjunction	**Subject**	**Other**	**Verb**	**Verb**	**Subject**	**Object**
Als *When*	ich *I*	jung *young*			ich *I*	viele Fragen. *many questions.*
Bevor *Before*	Joseph Smith *Joseph Smith*	in der Kirche *in the church*	war, *was,*	hatte *had*	er *he*	Zweifel. *doubts.*
Während *While*	meine Schwester *my sister*	auf Mission *on a mission*			sie *she*	ein Problem. *a problem.*
	er/sie *he/she*	14 Jahre alt *14 years old*				

Narrate Events					
Conjunction	**Subject**	**Verb**	**Verb**	**Subject**	**Object**
Als *When*	ich *I*	betete, *prayed,*	bekam *received*	ich *I*	den Geist. *the spirit.*
	Joseph Smith *Joseph Smith*		fühlte *felt*		eine Antwort. *an answer.*
Nachdem *After*		las, *read,*		er *he*	
	er/sie *he/she*		sah *saw*		Gott und Christus. *God and Christ.*

Ask Others about Experiences					
Conjunction	**Subject**	**Verb**	***Was***	**Verb**	**Subject**
Als *When*		beteten, *prayed,*		fühlten *felt*	
	Sie *you*	lasen, *read,*	was *what*	dachten *thought*	Sie? *you?*
Während *While*		zur Kirche kamen, *came to church,*		erfuhren *experienced*	

Study Guide:

1. Pre-Class Work

- Review the Board Display before coming to class
- Memorize the regular verb conjugation endings

2. Additional Study Ideas

- Study “Normal Verb Conjugation in Present Tense” in *German for Missionaries*
- Study “Verbs with Stem-vowel Changes in Present Tense” in *German for Missionaries*
- Do activity A under “Normal Verb Conjugation in Present Tense” in *German for Missionaries*

3. Post-Class Learning (If needed)

- Do activities A, B, and F under “Normal Verb Conjugation in Present Tense” in *German for Missionaries*
- Do activities A and C under “Verbs with Stem-vowel Changes in Present Tense” in *German for Missionaries*

Regular Verb Conjugation

Ja, *Yes,*
Nein, *No,*
Wie *How*
Warum *Why*

Subject		Verb			Object		
Jesus Christus *Jesus Christ*		**liebt** *loves*			**uns.** *us.*		
Ich *I*	**Wir** *We*	**segn-** *to bless*	**-e**	**-en**	**das Evangelium.** *the gospel.*		
Er / Sie / Es *He / She / It*	**Sie / Sie** *You/They*	**lehr-** *to teach*	**+** **-(e)t**	**-en**	**die Menschen.** *the people.*	**(nicht)** *(not)*	? *To form a question move the verb to the beginning*
Jesus Christus *Jesus Christ*	**Die Apostel** *The Apostles*	**lieb-** *to love*			**mich/Sie/uns.** *me/you/us.*		
Der Prophet *The Prophet*	**Propheten** *Prophets*	**bekomm-** *to receive*			**meine Familie.** *my family.*		
		predig- *to preach*			**Offenbarung.** *revelation.*		
					Jesus Christus. *Jesus Christ.*		
					Antworten. *answers.*		

Lehren die Apostel das Evangelium?
Do Apostles teach the gospel?
Wie bekommen wir Offenbarung?
How do we receive revelation?

Ja, die Apostel lehren das Evangelium.
Yes, the Apostles teach the gospel.
Wir bekommen Offenbarung durch den Geist.
We receive revelation through the Spirit.

The stem of any verb is simply the verb minus the "en" on the end. The "(e)" is used when the stem of the verb ends in a d or t.

Function: Asking about and describing actions and events
Context: Teaching about how the gospel blesses families

Scenario:

Your companion is playing the role of a current investigator or a non-member he or she knows from home.

1. Teach: Teach your companion or another missionary about the Savior's Earthly Ministry. Then switch roles.

2. Re-Practice: Teach your companion or another missionary about Heavenly Father Reveals His Gospel in Every Dispensation. Then switch roles.

Additional Scenario:

You invited your investigator to church, but he isn't sure why he should come. Share with him the things we do in the church and the blessings we receive from attending.

Study Guide:

1. Pre-Class Work

- Review the Board Display before coming to class
- Memorize conjugations for all modal verbs: *sollen, wollen, können, müssen, möchten, dürfen,* and *werden*

2. Additional Study Ideas

- Study “Modal Verbs” in *German for Missionaries*
- Study “Future Tense with Werden” in *German for Missionaries*

3. Post-Class Learning (If needed)

- Do activities A, C, and E under “Modal Verbs” in *German for Missionaries*
- Do activity A under “Future Tense with Werden” in *German for Missionaries*

Modal Verbs

Subject	Modal Verb	Object	Infinitive Verb
Ich *I*	**kann** *can*	**ein Zeugnis** *a testimony*	**empfangen.** *receive.*

Ja, *Yes,*
Nein, *No,*
Wie *How*

Ich *I*	**Wir** *We*	**kann** *can*	**können** *can*	**die Schriften** *the scriptures*	**(nicht)** *(not)*	**wissen.** *know.*	? *To form a question move the verb to the beginning*
Er / Sie / Es *He / She / It*	**Sie/sie** *You/They*	**kann** *can*	**können** *can*	**ein Gebet** *a prayer*		**offenbaren.** *reveal.*	
Der Heilige Geist *The Holy Ghost*	**Propheten** *Prophets*			**die Wahrheit** *the truth*		**studieren.** *study.*	
Gott *God*	**Alle Menschen** *All people*			**den Geist** *the Spirit*		**sprechen.** *speak.*	
				eine Antwort *an answer*		**spüren.** *feel.*	
						geben. *give.*	

**The verb können may be replaced by any of the modal verb conjugations listed below*
*** The verb werden is technically not a modal verb, but it is used grammatically in the same way as modal verbs.*

will *want to*	**wollen** *want to*	**soll** *should*	**sollen** *should*	**muss** *have to*	**müssen** *have to*	**möchte** *would like to*	**möchten** *would like to*	**darf** *may*	**dürfen** *may*	**werde** *will*	**werden** *will*
will *wants to*	**wollen** *want to*	**soll** *should*	**sollen** *should*	**muss** *have to*	**müssen** *have to*	**möchte** *would like to*	**möchten** *would like to*	**darf** *may*	**dürfen** *may*	**wird** *will*	**werden** *will*

Kann Gott eine Antwort geben?
Can God give an answer?
Wie können wir eine Antwort empfangen?
How can we receive an answer?

Ja, Gott kann eine Antwort geben.
Yes, God can give an answer.
Wir können die Schriften studieren.
We can study the scriptures.

The modal verb is conjugated according to the subject and all other verbs are then found in their infinitive form at the end of the sentence or phrase.

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Teaching about praying to know the truth

Scenario:

Your companion is playing the role of a current investigator or a non-member he or she knows from home.

1. Teach: Teach your companion or another missionary Pray to Know the Truth through the Holy Ghost. Then switch roles.

2. Re-Practice: Teach your companion or another missionary Our Life on Earth. Then switch roles.

Additional Scenario:

Your investigator believes we cannot communicate with God because He is a spirit that is everywhere. Help her understand that we can communicate and have a personal relationship with our Heavenly Father.

Study Guide:

1. Pre-Class Work

- Study “Conversational Past (Present Perfect Tense)” in *German for Missionaries*
- Review the Board Display before coming to class
- Memorize the meaning and pronunciation of any unfamiliar words in the Board Display

2. Additional Study Ideas

- Do activity A under “Conversational Past” in *German for Missionaries*

3. Post-Class Learning (If needed)

- Do activities C, D, and G under “Conversational Past” *in German for Missionaries*
- Look in *German in Review* and study under the section “Strong (Irregular) Verbs” for a more comprehensive list of strong verbs and their past participles

Conversational Past “haben”

	Subject		Helper Verb		Object		Past Participle	
	Joseph Smith *Joseph Smith*		**hat**		**eine Frage** *a question*		**gestellt.** *asked.*	
Ja, *Yes,* **Nein,** *No,* **Wer** *Who?*	**Ich** *I*	**Wir** *We*	**habe**	**haben**	**die Bibel** *the Bible*	**(nicht)** *(not)*	**gesucht.** *searched.*	
	Er / Sie / Es *He / She / It*	**Sie / Sie** *You/They*	**hat**	**haben**	**ein Gebet** *a prayer*		**beantwortet.** *answered.*	
	Joseph Smith *Joseph Smith*	**Die Menschen** *The people*			**die Wahrheit** *the truth*		**gesprochen.** *spoke.*	**?**
	Gott *God*	**Kirchen** *Churches*			**mich/ihn/Sie** *me/him/you*		**gelesen.** *read.*	
					eine Antwort *an answer*		**empfangen.** *received.*	
							gegeben. *given.*	

Hat Gott Sie beantwortet?
Did God answer you?
Haben Sie ein Gebet gesprochen?
Did you say a prayer?

Ja, ich habe eine Antwort empfangen.
Yes, I received an answer.
Nein, ich habe ein Gebet nicht gesprochen.
No, I didn’t say a prayer.

If the emphasis is on the second syllable of the word (if it starts with an inseparable prefix such as be-, emp-, or ver-; or if it ends with –ieren) do not add ge-. This applies to both regular and irregular verbs.

Conversational Past “sein”

	Subject		Helper Verb			Other	Past Participle	
	Joseph Smith *Joseph Smith*		**ist**			**in den Wald** *in the grove*	**gegangen.** *went.*	
Ja, *Yes,* **Nein,** *No,* **Wann** *When?* **Warum** *Why?*	**Ich** *I*	**Wir** *We*	**bin**	**sind**	**(nicht)** *(not)*	**am Kreuz** *on the cross*	**gestorben.** *died.*	
	Er / Sie / Es *He / She / It*	**Sie / Sie** *You/They*	**ist**	**sind**		**für mich/Sie** *for me/you*	**gekommen.** *came.*	**?**
	Christus *Christ*	**Die Menschen** *The people*				**zur Kirche** *to church*	**erschienen.** *appeared.*	
	Joseph Smith *Joseph Smith*	**Gott & Jesus** *God and Jesus*				**auf Erden** *to earth*		
						Joseph Smith *Joseph Smith*		

Sind Sie zur Kirche gekommen?
Did you come to church?
Ist Jesus Christus für mich gestorben?
Did Jesus Christ die for me?

Nein, ich bin nicht zur Kirche gegangen.
No, I didn’t go to church.
Ja, Jesus ist für Sie gestorben.
Yes, Jesus did die for you.

Sein is a “helping verb” required to form the past tense every time when (1a) changing location or (1b) changing state and (2) intransitive.

Function: Asking about and describing actions and events
Context: The Restoration of the Gospel of Jesus Christ through Joseph Smith

Scenario:

Your companion is playing the role of a current investigator or a non-member he or she knows from home.

1. Teach: Teach your companion or another missionary about The Savior's Earthly Ministry. Then switch roles.

2. Re-Practice: Teach your companion or another missionary about the Restoration of the Gospel of Jesus Christ through Joseph Smith. Then switch roles.

Additional Scenario:

Your investigator believes that Christ taught a lot of good things but does not believe that He is the Son of God. Share specific feelings, thoughts, and experiences you have had that have strengthened your testimony that Jesus is the Christ.

Study Guide:

1. Pre-Class Work

- Study “Infinitives with zu” in *German for Missionaries*
- Review the Board Display before coming to class
- Memorize the meaning and pronunciation of any unfamiliar words from the board display

2. Additional Study Ideas

- Do activity E under “Infinitives with zu” in *German for Missionaries*
- Study “Word Order in Sentences” in *German for Missionaries*

3. Post-Class Learning (If needed)

- *D*o activities A and C under “Infinitives with zu” in *German for Missionaries*

	Subject		Verb		Object		Other	zu	Infinitive Verb	
	Gott		**hilft**		**mir,**		**Schwäche**	**zu**	**überwinden.**	
	God		*helps*		*me,*		*weaknesses*	*to*	*overcome.*	
Ja, *Yes,* **Nein,** *No,* **Was** *What?* **Wie** *How?*	**Ich** *I*	**Wir** *We*	**helfe** *help*	**helfen** *help*	**den Menschen,** *the people,*	**(nicht)** *(not)*	**den Geist** *the Spirit*	**zu** *to*	**erkennen.** *recognize.*	
	Er/Sie/Es *He/She/It*	**Sie/sie** *You/They*	**hilft** *helps*	**helfen** *help*	**unserem Untersucher,** *our investigator,*		**eine Antwort** *an answer*		**verstehen.** *understand.*	
	Gott *God*	**Propheten** *Prophets*			**mir/Ihnen/uns,** *me/you/us,*		**das Evangelium** *the gospel*		**spüren.** *feel.*	**?**
	Die Taufe *Baptism*	**Die Gebote** *The Commandments*					**Segnungen** *blessings*		**finden.** *find.*	
							gehorsam *obedient*		**sein.** *be.*	
							glücklich *happy*		**überwinden.** *overcome.*	
							Probleme *problems*		**empfangen.** *receive.*	
							Gottes Liebe *God's love*			
							Freude *joy*			

Hilft Gott mir Probleme zu überwinden?
Does God help me to overcome problems?
Helfen die Gebote mir den Geist zu spüren?
Do the commandments help me to feel the Spirit?

Ja, Gott hilft Ihnen Probleme zu überwinden.
Yes, God helps you to overcome your problems.
Ja, die Gebote helfen Ihnen den Geist zu spüren.
Yes, the commandments help you to feel the Spirit.

For separable prefixe verbs, zu goes between the prefix and the infinitive. Example: "Prayer helps us to repent" / "Das Gebet hilft uns, umzukehren."

Infinitives with zu (um...zu)

	Subject		Verb	Object	um	Object	zu	Infinitive Verb	
	Wir		**lesen**	**die Schriften,**	**um**	**den Geist**	**zu**	**spüren**	
	We		*read*	*the scriptures,*	*in order*	*the Spirit*	*to*	*feel.*	
Ja, *Yes,* **Nein,** *No,* **Wie** *How?* **Wann** *When?* **Wo** *Where?*	**Ich** *I*	**Wir** *We*	**les-** *read*	**die Schriften** *the scriptures*	**um** *in order*	**Führung** *guidance*	**zu** *to*	**spüren.** *feel.*	
	Er / Sie / Es *He / She / It*	**Sie / Sie** *You/They*	**studier-** *study*	**ein Gebet** *a prayer*		**den Geist** *the Spirit*		**empfangen.** *receive.*	
	Unser Untersucher *Our investigator*	**Alle Menschen** *All people*	**sprech-** *say*	**das Buch Mormon** *the Book of Mormon*		**eine Antwort** *an answer*		**haben.** *have.*	**?**
				mit Gott *with God*		**die Wahrheit** *the truth*		**erkennen.** *recognize.*	
						Gottes Liebe *God's love*		**lernen.** *learn.*	
						das Evangelium *the gospel*			

Lesen Sie die Schriften, um eine Antwort zu empfangen?
Do you read the scriptures in order to receive an answer?

Nein, ich spreche ein Gebet, um eine Antwort zu empfangen.
No, I say a prayer in order to receive an answer.

Liest Ulf das Buch Mormon, um die Wahrheit zu erkennen?
Does Kampro read the Book of Mormon to recognize the truth?

Ja, sie liest das Buch Mormon, um die Wahrheit zu erkennen.
Yes, she reads the Book of Mormon to recognize the truth.

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Teaching about Baptism, Our First Covenant and Obedience

Scenario:

Your companion is playing the role of a current investigator or a non-member he or she knows from home.

1. Teach: Teach your companion or another missionary about Baptism, Our First Covenant and the blessings that we receive from being baptized. Then switch roles.

2. Re-Practice: Teach about Study the Scriptures and the blessings of studying the scriptures daily. Then switch roles.

Additional Scenario:

Your investigator believes that because we can have a personal relationship with God, we don't need prophets to tell us what to do. Help him understand how prophets help us and how we receive blessings when we follow the prophet.

Study Guide:

1. Pre-Class Work

- Review the Board Display before coming to class
- Memorize all of the accusative pronouns, cases, and prepositions
- Memorize the meaning and pronunciation of any unfamiliar words from the board display

2. Additional Study Ideas

- Study “Accusative Case, Pronouns, and Prepositions” in *German for Missionaries*
- Study “Word Order in Sentences (Time, Manner, Place)” in *German for Missionaries*
- Do activity H under “Accusative Case, Pronouns, and Prepositions” in *German for Missionaries*

3. Post-Class Learning (If needed)

- Do activities A, C, and F under “Accusative Case, Pronouns, and Prepositions” in *German for Missionaries*

	Subject		Verb	Direct Object (Accusative)	
	Himmlischer Vater		**liebt**	**uns.**	
	Heavenly Father		*loves*	*us.*	
Ja, *Yes,* **Nein,** *No,* **Wie** *How*	**Ich**	**Wir**	**lieb-**	**mich.**	**nicht.**
	I	*We*	*love*	*me.*	*(not)*
	Er/Sie/Es	**Sie/sie**	**lehr-**	**Sie.**	?
	He/She/It	*You/They*	*teach*	*you.*	*To form a question, move the verb to the beginning*
	Himmlischer Vater	**Propheten**	**hab-**	**ihn/sie/es.**	
	Heavenly Father	*Prophets*	*have*	*him/her/it.*	
	Das Buch Mormon	**Missionare**	**segn-**	**den Erlösungsplan.**	
	The Book of Mormon	*Missionaries*	*bless*	*the Plan of Salvation.*	
			studier-	**das Evangelium.**	
			study	*the gospel.*	
				die Wahrheit.	
				the truth.	
				die Menschen.	
				the people.	

Wie segnet das Buch Mormon die Menschen?
How does the Book of Mormon bless people?
Lehren Propheten das Evangelium?
Do Prophets teach the gospel?

Es lehrt sie den Erlösungsplan.
It teaches them the Plan of Salvation.
Ja, Propheten lehren das Evangelium.
Yes, Prophets teach the gospel.

Accusative Prepositions

	Subject		Verb	Object	Accusative Prep.	Accusative Noun	
	Ich		**danke**	**Gott,**	**für**	**diesen Tag.**	
	I		*thank*	*God*	*for*	*this day.*	
Ja, *Yes,* **Nein,** *No,* **Wie** *How?* **Wann** *When?*	**Ich**	**Wir**	**erfahr-**	**Frieden**	**durch**	**den Herrn.**	
	I	*We*	*experience*	*peace*	*through*	*the Lord.*	
	Er/Sie/Es	**Sie/sie**	**empfang-**	**Vergebung**	**für**	**die Umkehr.**	
	He/She/It	*You/They*	*receive*	*forgiveness*	*for*	*repentance.*	
	Unser Untersucher	**Leute**	**erlang-**	**Trost**	**ohne**	**den Geist.**	**?**
	Our investigator	*People*	*obtain*	*comfort*	*without*	*the Spirit.*	
					um	**das Sühnopfer.**	
			dank-	**Gott**	*for*	*the Atonement.*	
			thank	*God*		**meine Famile.**	
						my family.	
			bitt-	**ihn**		**die Taufe.**	
			ask	*him*		*baptism.*	
						den Glauben.	
						faith.	

Wie empfange ich Trost?
How do I receive comfort?
Erfährt unser Untersucher Frieden durch die Umkehr?
Does our investigator experience peace through repentance?

Sie empfangen Trost durch das Sühnopfer.
You receive comfort through the Atonement.
Ja, Unser Untersucher erfährt Frieden durch die Umkehr.
Yes, our investigator experiences peace through repentance.

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Teaching about Prophets and Scriptures

Scenario:

Your companion is playing the role of a current investigator or a non-member he or she knows from home.

1. Teach: Teach your companion or another missionary about the Atonement. Then switch roles.

2. Re-Practice: Teach your companion or another missionary about Pray Often. Then switch roles.

Additional Scenario:

Your investigator thinks that learning about the gospel is interesting and that you're nice and fun to talk with. However, he doesn't understand why it's important or how it can really help his family. Share personal experiences and testimony to help him see that the gospel is relevant and can help him and his family.

Study Guide:

1. Pre-Class Work

- Study “Direct/Indirect Object Word Order” in *German for Missionaries*
- Review the Board Display before coming to class
- Memorize the dative cases, pronouns, and prepositions and any unfamiliar vocabulary from the board display

2. Additional Study Ideas

- Do activity A under “Dative Case, Pronouns, and Prepositions” in *German for Missionaries*

3. Post-Class Learning (If needed)

- Do activities A and I under “Dative Case, Pronouns, and Prepositions” in *German for Missionaries*
- Do activity B under “Direct/Indirect Object Word Order” in *German for Missionaries*

	Subject		Verb	Indirect Object (Dative)	Direct Object (Acc.)	
	Christus *Christ*		**zeigt** *shows*	**Ihnen** *you*	**den Weg.** *the way.*	
Ja, *Yes,* **Nein,** *No,* **Wie** *How*	**Ich** *I*	**Wir** *Weshow*	**geb-** *give*	**mir** *me*	**den Geist.** *the Spirit.*	**nicht** *(not)*
	Er/Sie/Es *He/She/It*	**Sie/sie** *You/They*	**zeig-** *show*	**uns** *us*	**ein Beispiel.** *an example.*	
	Gott *God*	**Propeheten** *Prophets*	**erklär-** *explain*	**ihm/ihr/ihm** *him/her/it*	**eine Antwort.** *an answer.*	**?**
	Der Heilige Geist *The Holy Ghost*	**Die Schriften** *The scriptures*		**dem Propheten** *the prophet*	**den Plan.** *the plan.*	
				dem Volk *the people*	**die Vollmacht.** *the authority.*	
				der Familie *the family*	**das Evangelium.** *the gospel.*	
				den Aposteln *the Apostles*	**den Weg.** *the way.*	

Gibt der heilige Geist mir eine Antwort?
Does the Holy Ghost give me an answer?
Erklären die Schriften uns den Plan?
Do the scriptures explain the plan to us?

Ja, der heilige Geist gibt Ihnen eine Antwort.
Yes, the Holy Ghost gives you an answer.
Ja, die Schriften erklären uns den Plan.
Yes, the scriptures explain the plan to us.

Dative Prepositions

	Subject		Verb	Other	Dative Preposition	Dative Noun	
	Gott *God*		**segnet** *blesses*	**uns** *us*	**mit** *with*	**dem Geist.** *the Spirit.*	
Ja, *Yes,* **Nein,** *No,* **Wann** *When* **Warum** *Why*	**Ich** *I* **Er/Sie/Es** *He/She/It* **Joseph Smith** *Joseph Smith* **Gott** *God*	**Wir** *We* **Sie/sie** *You/They* **Alle Menschen** *All people* **Familien** *Families*	**bekomm-** *receive* **geh-** *go* **segn-** *bless* **leb-** *live*	**Trost** *comfort* **Antworten** *answers* **oft** *often* **mich/Sie/uns** *me/you/us* **wieder** *again*	**mit** *with* **aus** *out of/from* **von** *from* **nach** *after* **zu** *to*	**dem Buch Mormon.** *the Book of Mormon.* **den Schriften.** *the scriptures.* **dem Tod.** *death.* **seiner Liebe.** *His love.* **diesem Leben.** *this life.* **der Kirche.** *the church.* **meiner Familie.** *my family.* **der Vollmacht Gottes.** *the authority of God.*	**?**

Warum gehen Sie oft zur Kirche?
Why do you go to church often?
Leben wir wieder nach dem Tod?
Do we live again after death?

Ich bekomme Antworten von dem Geist.
I receive answers from the Spirit.
Ja, wir leben wieder nach diesem Leben.
Yes, we live again after this life.

Function: Asking about and describing actions and events
Context: Study the Scriptures and Pray to Know the Truth through the Holy Ghost

Scenario:

Your companion is playing the role of a current investigator or a non-member he or she knows from home.

1. Teach: Teach your companion or another missionary about Studying the Scriptures and how they can bless us. Then switch roles.

2. Re-Practice: Teach your companion or another missionary about Praying to Know the Truth. Then switch roles.

Additional Scenario:

Your investigator realizes that your message may be important, but between working at K and M Production and being a single mother with three kids, she feels that she is too busy for what you are teaching her. Help her understand that God can give her strength and bless her with the time to accomplish everything she needs to do.

Study Guide:

1. Pre-Class Work

- Review the Board Display before coming to class
- Memorize each of the two-way prepositions and their meanings
- Memorize the meaning and pronunciation of any unfamiliar words from the Board Display

2. Additional Study Ideas

- Study “Two-Way Prepositions” in *German for Missionaries*
- Do activity A under “Two-Way Prepositions” in *German for Missionaries*

3. Post-Class Learning (If needed)

- Do activities C and F under “Two-Way Prepositions” in *German for Missionaries*

Two-Way Prepositions

	Subject		Verb		Two-Way Prep.	Acc./Dat. Noun	
	Wir		**lernen**		**auf**	**der Erde.**	
	We		*learn*		*on*	*the earth.*	
Ja, *Yes,* **Nein,** *No,* **Wie** *How* **Warum** *Why*	**Ich** *I*	**Wir** *We*	**geh-** *go* **lern-** *learn* **komm-** *come* **lehr-** *teach* **glaub-** *believe* **les-** *read* **sein-** *are* **sprech-** *speak* **denk-** *think*	**(nicht)** *(not)*	**an** *on, onto (vertical)* **auf** *on, onto (horizontal)* **über** *above, over, about* **vor** *in front of, before* **in** *in, into, to*	**den/dem Herrn.** *the Lord.* **die/der Umkehr.** *repentance.* **die/der Kirche.** *the church.* **die/der Erde.** *the earth.* **den/dem Sinn des Lebens.** *the purpose of life.* **das/dem Sühnopfer.** *the Atonement.* **die/den Schriften.** *the scriptures.* **den/dem Geist.** *the Spirit.* **das/dem Buch Mormon.** *the Book of Mormon.*	?
	Er/Sie/Es *He/She/It* **Unser Untersucher** *Our investigator* **Jesus Christus** *Jesus Christ*	**Sie/sie** *You/they* **Leute** *People* **Mitglieder** *Members*					

Glaubt unser Untersucher an den Herrn Jesus Christus?
Does our investigator believe on the Lord Jesus Christ?

Nein, er glaubt nicht an den Herrn Jesus Christus.
No, he doesn't believe on the Lord Jesus Christ.

Lehren wir über den Sinn des Lebens heute?
Are we teaching about the purpose of life today?

Ja, wir lehren über den Sinn des Lebens heute.
Yes, we are teaching about the purpose of life today.

If the subject is moving relative to the location, then the location is accusative. If the subject is not moving relative to the location (even if they are moving around in it) then the location will be dative.

Function: Asking and answering questions of time, date and location
Context: Teaching about Our Life on Earth

Scenario:

Your companion is playing the role of a current investigator or a non-member he or she knows from home.

1. Teach: Teach your companion or another missionary about Our Life on Earth. Then switch roles.

2. Re-Practice: Teach your companion or another missionary about Faith in Jesus Christ. Then switch roles.

Additional Scenario:

Your investigator seems to be struggling with a lot of the principles that you have been teaching recently. Follow up by asking questions about what she has learned about different principles over the past couple of days.

Study Guide:

1. Pre-Class Work

- Review the Board Display before coming to class
- Memorize each of the articles in the genitive case
- Memorize the meaning and pronunciation of any unfamiliar words from the Board Display

2. Additional Study Ideas

- Study “Genitive Case (Showing Possession)” in *German for Missionaries*
- Do activity E under “Genitive Case” in *German for Missionaries*
- Study “Question Forming and Negation” in *German for Missionaries*

3. Post-Class Learning (If needed)

- Do activities A and D under “Genitive Case” in *German for Missionaries*

Genitive Case

	Subject		Verb	Object	Genitive Noun		
	Wir		**studieren**	**die Worte**	**des Propheten.**		
	We		*study*	*the words*	*of the Prophet.*		
Ja, *Yes,* **Nein,** *No,* **Wie** *How?* **Warum** *Why?*	**Ich** *I*	**Wir** *We*	**empfang-** *receive*	**die Macht** *the power*	**des Heilgen Geistes.** *of the Holy Ghost.*	**(nicht)** *(not)*	
	Er / Sie / Es *He / She / It*	**Sie / Sie** *You/They*	**studier-** *study*	**die Worte** *the words*	**des Priestertums.** *of the priesthood.*		
	Joseph Smith *Joseph Smith*	**Die Mitglieder** *(The) members*	**spür-** *feel*	**die Gabe** *the gift*	**des Buches Mormon.** *of the Book of Mormon.*		?
	Der Prophet *The Prophet*	**Die Apostel** *The Apostles*	**predig-** *preach*	**den Einfluss** *the influence*	**des Evangeliums.** *of the gospel.*		
				die Liebe *the love*	**der Bibel.** *of the Bible.*		
				die Führung *the guidance*	**der Wahrheit.** *of the truth.*		
				die Fülle *the fulness*	**der Apostel.** *of the Apostles.*		
					Gottes. *of God.*		
					Jesu Christi. *of Jesus Christ.*		

Was studieren Sie?
What are you studying?
Was predigen die Apostel?
What do the Apostles preach?

Ich studiere die Worte Jesu Christi.
I am studying the words of Jesus Christ.
Sie predigen die Fülle des Evangeliums.
They preach the fulness of the gospel.

Use the –es article ending for neuter and masculine words and add –(e)s to the end of the word. Use –er article ending for plural and feminine words.

Function: Asking about and describing possession or ownership
Context: Teaching about the Book of Mormon

Scenario:

Your companion is playing the role of a current investigator or a non-member he or she knows from home.

1. Teach: Teach your companion or another missionary about Daily Scripture Study. Then switch roles.

2. Re-Practice: Teach your companion or another missionary about
the Holy Ghost and how he helps us to know the truth. Then switch roles.

Additional Scenario:

Your investigator has not been reading in the Book of Mormon lately. Help him to understand why he should read by sharing how studying the Book of Mormon has blessed your life. Then help him to understand how it can bless his life.

Study Guide:

1. Pre-Class Work

- Review the Board Display before coming to class
- Study “Conjunctions” in *German for Missionaries*
- Memorize all of the subordinating conjunctions and their meanings
- Memorize the meaning and pronunciation of any unfamiliar words from the board display

2. Additional Study Ideas

- Do activity B under “Conjunctions” in *German for Missionaries*

3. Post-Class Learning (If needed)

- Do activities A (portions 1 & 3) and I under “Conjunctions” in *German for Missionaries*

Subordinating Conjunctions: Part I

	Subject		Verb	Object	Sub. Conj.	Subject		Object	Verb	
	Ich		**spüre**	**den Geist,**	**wenn**	**ich**		**die Schriften**	**lese.**	
	I		*feel*	*the spirit,*	*when*	*I*		*the scriptures*	*read.*	
Ja, *Yes,* **Nein,** *No,* **Wie** *How?* **Warum** *Why?*	**Ich**	**Wir**	**les-**	**ein Gebet,**	**weil**	**ich**	**wir**	**den Herrn**	**spür-**	?
	I	*We*	*read*	*a prayer,*	*because*	*I*	*we*	*the Lord*	*feel.*	
	Er/Sie/Es	**Sie/sie**	**sprech-**	**die Schriften,**	**damit**	**er/sie/es**	**Sie/sie**	**ein Gebet**	**lieb-**	
	He/She/It	*You/They*	*say*	*the scriptures,*	*so that*	*he/she/it*	*you/they*	*a prayer*	*love.*	
	Christus	**Menschen**	**bekomm-**	**uns/mich/Sie,**	**wenn**			**den Geist**	**sprech-**	
	Christ	*People*	*receive*	*us/me/you,*	*if/when*			*the spirit*	*say.*	
	Gott	**Mitglieder**	**segn-**	**eine Antwort,**	**bevor**			**die Schriften**	**beantwort-**	
	God	*Members*	*bless*	*an answer,*	*before*			*the scriptures*	*answer.*	
			beantwort-					**uns/mich/Sie**		
			answer					*us/me/you*		

Bekommen Sie eine Antwort, wenn Sie ein Gebet sprechen?
Do you receive an answer when you say a prayer?

Ja, ich bekomme eine Antwort, wenn ich ein Gebet spreche.
Yes, I receive an answer when I say a prayer.

Sprechen Sie ein Gebet, bevor Sie die Schriften lesen?
Do you say a prayer before you read the scriptures?

Ja, ich spreche ein Gebet, bevor ich die Schriften lese.
Yes, I say a prayer before I read the scriptures.

Conjunctions combine two sentences. Subordinating conjunctions move the conjugated verb to the end of the clause.

Subordinating Conjunctions: Part II

	Sub. Conj.	Subject		Object	Verb	Verb	Subjet		Object	
	Wenn	**ich**		**die Schriften**	**lese,**	**spüre**	**ich**		**den Geist.**	
	When	*I*		*the scriptures*	*read,*	*feel*	*I*		*the spirit.*	
Ja, *Yes,* **Nein,** *No,* **Wie** *How?* **Warum** *Why?*	**Weil** *Because*	**ich** *I*	**wir** *we*	**den Herrn** *the Lord*	**spür-** *feel,*	**les-** *read*	**ich** *I*	**wir** *we*	**ein Gebet.** *a prayer.*	?
	Damit *So that*	**er/sie/es** *he/she/it*	**Sie/sie** *you/they*	**ein Gebet** *a prayer*	**lieb-** *love,*	**sprech-** *say*	**er/sie/es** *he/she/it*	**Sie/sie** *you/they*	**die Schriften.** *the scriptures.*	
	Wenn *If/When*	**Christus** *Christ*	**Menschen** *people*	**den Geist** *the spirit*	**sprech-** *say,*	**bekomm-** *receive*			**uns/mich/Sie.** *us/me/you.*	
	Bevor *Before*	**Gott** *God*	**Mitglieder** *members*	**die Schriften** *the scriptures*	**beantwort-** *answer,*	**segn-** *bless*			**eine Antwort.** *an answer.*	
				uns/mich/Sie *us/me/you*		**beantwort-** *answer*				

Wenn Sie ein Gebet sprechen, beantwortet Gott Sie?
When you say a prayer, does God answer you?
Bevor Mitglieder die Schriften lesen, sprechen sie ein Gebet?
Before members read the scriptures, do they say a prayer?

Ja, wenn ich ein Gebet spreche, beantwortet Gott mich.
Yes, when I say a prayer God answers me.
Ja, bevor Mitglieder die Schriften lesen, sprechen sie ein Gebet.
Yes, before members read the scriptures they say a prayer.

Function: Asking and answering questions of cause and effect
Context: Testifying of the Savior's earthly ministry and Atonement

Scenario:

Your companion is playing the role of a current investigator or a non-member he or she knows from home.

1. Teach: Teach your companion or another missionary about how through Christ we can be cleansed from sin. Then switch roles.

2. Re-practice: Teach your companion or another missionary about obeying the Word of Wisdom. Then switch roles.

Additional Scenario:

Your investigator believes in the Bible. She has heard her whole life that the Bible is the word of God but finds it hard to believe that God has revealed more scripture to us today. Help her understand that the Book of Mormon is, in fact, God's word and that she can know it for herself.

Study Guide:

1. Pre-Class Work

- Review the Board Display before coming to class
- Memorize the reflexive pronouns
- Memorize the meaning and pronunciation of any unfamiliar words from the board display

2. Additional Study Ideas

- Study “Reflexive Verbs and Pronouns” in *German for Missionaries*
- Do activity F under “Reflexive Verbs and Pronouns” in *German for Missionaries*

3. Post-Class Learning (If needed)

- Do activities A and C under “Reflexive Verbs and Pronouns” in *German for Missionaries*

Reflexive Verbs and Pronouns

Subject	Verb	Reflexive Pronoun						
Ich *I*	**lasse** *allow*	**mich** *myself*					**taufen.** *to be baptized.*	

Ja, *Yes,*
Nein, *No,*
Wie *How*
Warum *Why*

Ich *I*	**Wir** *We*	**bereit-** *prepare*	**mich** *myself*	**uns** *ourselves*	**(nicht)** *(not)*	**auf** *for*	**die Taufe** *baptism*	**vor**
Er/Sie/Es *He/She/It*	**Sie/sie** *You/They*	**interessier-** *interest*	**sich** *himself/itself/herself*	**sich** *yourself/themselves*		**für** *in*	**das Abenmahl** *the sacrament*	
Wer *Who*	**Menschen** *People*						**den Sinn des Lebens** *the meaning of life*	
Jens *Jens*	**Mitglieder** *Members*	**frag-** *wonder*				**über** *about*	**den Erlösungsplan** *the plan of salvation*	**?**
		erinner- *remember*				**an**	**taufen** *to be baptized*	
							meine Bündnisse *my covenants*	
		lass- *allow*					**das Evangelium** *the gospel*	
							den Sabbattag *the Sabbath*	

Bereiten Sie sich auf das Abendmahl vor?
Are you preparing yourself for the sacrament?
Fragen Sie sich über den Sinn des Lebens?
Do you wonder (ask yourself) about the meaing of life?

Ja, ich bereite mich auf das Abendmahl vor.
Yes, I am preparing myself for the sacrament.
Ja, ich frage mich über den Sinn des Lebens.
Yes, I wonder (ask myself) about the meaning of life.

Function: Asking about and describing actions and events
Context: Inviting someone to be baptized

Scenario:

Your companion is playing the role of a current investigator or a non-member he or she knows from home.

1. Teach: Teach your companion or another missionary about Keep the Sabbath Day Holy. Then switch roles.

2. Re-Practice: Teach your companion or another missionary about Repentance. Then switch roles.

Additional Scenario:

Your investigator was baptized as a baby so after inviting him to be baptized, he wonders why he needs to be baptized again. Help him understand the importance of being baptized in the Church of Jesus Christ of Latter-day Saints.

Study Guide:

1. Pre-Class Work

- Review the Board Display before coming to class
- Memorize the meaning and pronunciation of any unfamiliar words from the board display

2. Additional Study Ideas

- Study “Verbs with Separable and Inseparable Prefixes” in *German for Missionaries*
- Do activity A under “Verbs with Separable and Inseparable Prefixes” in *German for Missionaries*
- Study “N-Stem Nouns” in *German for Missionaries*

3. Post-Class Learning (If needed)

- Do activities B (1-5) and C under “Verbs with Separable and Inseparable Prefixes” in *German for Missionaries*

Separable Prefixes

	Subject		Verb	Other		Separable Prefix	
	Wir		**nehmen**	**Jesus Christus**		**an.**	
	We		*accept*	*Jesus Christ*		*(accept).*	
Ja, *Yes,* **Nein,** *No,* **Wie** *How?* **Warum** *Why?*	**Ich**	**Wir**	**lehn-**	**das Evangelium**	**(nicht)**	**ab.**	
	I	*We*	*reject*	*the gospel*	*(not)*	*(reject).*	
	Er/Sie/Es	**Sie/sie**		**den Herrn**			
	He/She/It	*You/They*		*the Lord*			
	Gott	**Böse Menschen**	**stell-**	**die Propheten**		**wiederher.**	**?**
	God	*Evil people*	*restore*	*the prophets*		*(restore).*	
	Joseph Smith	**Mitglieder**		**die Vollmacht**			
	Joseph Smith	*Members*		*the authority*			
	Klaus	**Nachfolger Christi**	**nehm-**	**das Priestertum**		**an.**	
	Klaus	*Followers of Christ*	*accept*	*the priesthood*		*(accept).*	
				von Sünden			
				from sin			
			hör-	**mit dem Rauchen**		**auf.**	
			stop	*smoking*		*(stop).*	
				die/seine Kirche			
				the/His church			
			kehr-	**aufrichtig**		**um.**	
			repent	*sincerely*		*(repent).*	
				die Apostel			
				the Apostles			

Hören Sie mit dem Rauchen auf?
Are you going to stop smoking?
Wie lehnen die Menschen das Evangelium ab?
How do people reject the gospel?

Nein, ich höre mit dem Rauchen nicht auf.
No, I'm not going to stop smoking.
Sie nehmen den Herrn und seine Propheten nicht an.
They don't accept the Lord or His prophets.

Function: Asking about and describing actions and events
Context: Explaining faith and repentance.

Scenario:

Your companion is playing the role of a current investigator or a non-member he or she knows from home.

1. Teach: Teach your companion or another missionary about the Great Apostasy. Then switch roles.

2. Re-Practice: Teach your your companion or another missionary about the Spirit World. Then switch roles.

Additional Scenario:

Your investigator believes that all she needs to be saved is to have faith in Christ. Help her understand why we also need to repent.

Study Guide:

1. Pre-Class Work

- Review the Board Display before coming to class
- Memorize the narrative past tense endings
- Memorize the meaning and pronunciation of any unfamiliar words from the board display

2. Additional Study Ideas

- Study “Narrative Past Tense (Simple Past)” in *German for Missionaries*
- Do activity A (1-15) under “Narrative Past Tense” in *German for Missionaries*

3. Post-Class Learning (If needed)

- Do activities B and E under “Narrative Past Tense” in *German for Missionaries*

Narrative Past (Regular Verbs)

	Subject		Regular Verb	Ending		Object	
	Menschen		**suchten**			**die Wahrheit.**	
	People		*searched (for)*			*the truth.*	
Ja, *Yes,* **Nein,** *No,* **Warum** *Why* **Wie** *How?*	**Ich** *I*	**Wir** *We*	**akzeptier-** *accepted*	**-te**	**-ten**	**mein/sein/Ihr Gebet.** *my/his/your prayer.*	**(nicht)** *(not)*
	Er/Sie/Es *He/She/It*	**Sie/sie** *You/They*	**frag-** *asked*	**-te**	**-ten**	**die Apostel.** *the Apostles.*	
	Gott *God*	**Propheten** *Prophets*	**lehr-** *taught*			**den Herrn.** *the Lord.*	
	Joseph Smith *Joseph Smith*	**Menschen** *People*	**verfolg-** *persecuted*			**die Menschen.** *the people.*	**?**
			heil- *healed*			**die Lehre Christi.** *the doctrine of Christ.*	
			beantwort- *answered*			**den Plan Gottes.** *the plan of God.*	
			übersetz- *translated*			**den Bericht.** *the record.*	
			glaub- *believed*			**mich/ihn/sie.** *me/him/them.*	
			kreuzig- *crucified*			**die Propheten.** *the prophets.*	

Übersetzte Joseph Smith den Bericht?
Did Joseph Smith translate the record?
Akzeptierten die Menschen die Lehre Christi?
Did the people accept the doctrine of Christ?

Ja, er übersetzte den Bericht.
Yes, he translated the record.
Nein, sie akzeptierten die Lehre Christi nicht.
No, they did not accept the doctrine of Christ.

In Narrative Past tense, for regular verbs, find the stem of the verb, and add the appropriate –(e)te ending. (Verbs with stems ending in "-t" will need an extra -(e) before the -te ending.)

Narrative Past (Irregular Verbs)

	Subject		Irregular Verb	Ending		Object	
	Christus *Christ*		**starb** *died*			**für uns.** *for us.*	
Ja, *Yes,* **Nein,** *No,* **Warum** *Why* **Wie** *How?*	**Ich** *I*	**Wir** *We*	**las-** *read*	**-**	**-en**	**auf Erden.** *to/on earth.*	**(nicht)** *(not)*
	Er/Sie/Es *He/She/It*	**Sie/sie** *You/They*	**verstand-** *understood*	**-**	**-en**	**die Bibel.** *the Bible.*	
	Christus *Christ*	**Kirchen** *Churches*	**war-** *was/were*			**das Evangelium.** *the gospel.*	
	Joseph Smith *Joseph Smith*	**Menschen** *People*	**schrieb-** *wrote*			**die Vollmacht.** *the authority.*	**?**
			kam- *came*			**das Buch Mormon.** *the Book of Mormon.*	
			ging- *went*			**in den Wald.** *in/into the grove.*	
			erschien- *appeared*			**einen Vers.** *a verse.*	
			verlor- *lost*			**die Schriften.** *the scriptures.*	
			fand- *found*				

Ging Joseph Smith in den Wald?
Did Joseph Smith go into the grove?
Erschienen Gott und Christus wirklich Joseph Smith?
Did God and Christ really appear to Joseph Smith?

Ja, Joseph Smith ging in den Wald.
Yes, Joseph Smith went into the grove.
Ja, sie erschienen Joseph Smith wirklich.
Yes, they really appeared to Joseph Smith.

In Narrative Past tense, for irregular verbs, find the stem, find the stem change (if there is one), and add the appropriate ending.

Function: Narrating experiences and telling stories
Context: Teaching about the apostasy

Scenario:

Your companion is playing the role of a current investigator or a non-member he or she knows from home.

1. Teach: Teach your companion or another missionary about Pre-Earth Life: God's Purpose and Plan for Us. Then switch roles.

2. Re-Practice: Teach your companion or another missionary about Agency and the Fall of Adam and Eve. Then switch roles.

Additional Scenario:

After teaching your investigator the First Lesson, he still does not understand the need for a restoration. Re-teach him about events leading up to the Restoration, including the Great Apostasy, in order to help him see the importance of the Restoration.

Study Guide:

1. Pre-Class Work

- Review the Board Display before coming to class
- Memorize the meaning and pronunciation of any unfamiliar words from the board display

2. Additional Study Ideas

- Study “Relative Pronouns and Clauses” in *German for Missionaries*
- Do activity B under “Relative Pronouns and Clauses” in *German for Missionaries*
- Review “Conjunctions” in *German for Missionaries*

3. Post-Class Learning (If needed)

- Do activities C and F under “Relative Pronouns and Clauses” in *German for Missionaries*

Relative Pronouns

					Rel. Pronoun	Object	Verb	
	Der Prophet	**ist**		**der Mann,**	**der**	**die Kirche**	**leitet.**	
	The prophet	*is*		*the man,*	*who / that*	*the church*	*leads.*	
Ja,	**Der Prophet**	**ist**	**(nicht)**	**der Mann,**	**der**	**für Gott**	**spricht.**	
Yes,	*The Prophet*	*is*	*(not)*	*the man,*	*who / that*	*for God*	*speaks.*	
Nein,	**Thomas S. Monson**				**der**	**im Namen Gottes.**	**handelt.**	?
No,	*Thomas S. Monson*				*who/that*	*in God's name*	*acts.*	
					den	**Gott**	**beruft.**	
					whom / that	*God*	*calls.*	
					den	**der Herr**	**wählt.**	
					whom / that	*the Lord*	*chooses.*	
					dem	**Gott**	**seine Lehren offenbart.**	
					to whom/to which	*God*	*his teachings reveals.*	
					dem	**Jesus Christus**	**die Vollmacht gibt.**	
					to whom/to that	*Jesus Christ*	*authority gives.*	
				durch	**den**	**wir Gottes Willen**	**lernen.**	
				through	*whom/which*	*we God's will*	*learn.*	
				von	**dem**	**wir Gottes Wort**	**empfangen.**	
				from	*whom/that*	*we God's word*	*receive.*	

Ist Thomas S. Monson der Mann, der für Gott spricht?
Is Thomas S. Monson the man who speaks for God?

Ja, er ist der Mann, der für Gott spricht.
Yes, he is the man who speaks for God.

Ist der Prophet der Mann, dem Gott seine Lehren offenbart?
Is the Prophet the man to whom God reveals his teachings?

Ja, er ist der Mann, dem Gott seine Lehren offenbart.
Yes, he is the man, to whom God reveals his teachings.

Feminine, Neuter and Plural nouns can be used in this way as well, using their respective definite articles. Plural dative uses denen not den.

Function: Asking about and describing objects, people, and their characteristics
Context: Following the current prophet

Scenario:

Your companion is playing the role of a current investigator or a non-member he or she knows from home.

1. Teach: Teach your companion or another missionary about Following the Prophet. Then switch roles.

2. Re-Practice: Teach your companion or another missionary about the Restoration of the Gospel of Jesus Christ through Joseph Smith. Then switch roles.

Additional Scenario:

Your investigator believes that anybody can be a Prophet if they choose to be. Help her to understand the role of a Prophet and how they are special men called of God.

Study Guide:

1. Pre-Class Work

- Review the Board Display before coming to class
- Memorize the meaning and pronunciation of any unfamiliar words from the board display
- Memorize the conjugations for the verbs *werden* and *wurden*

2. Additional Study Ideas

- Study “Passive Voice” in *German for Missionaries*
- Do activity A under “Passive Voice” in *German for Missionaries*

3. Post-Class Learning (If needed)

- Do activities B and D under “Passive Voice” in *German for Missionaries*

Passive Voice

	Subject	Werden			Prep. Phrase	Past Participle	
	Wir	**werden**			**von einem Propheten**	**geführt.**	
	We	*are*			*by a prophet*	*led.*	
Ja, *Yes* **Nein,** *No* **Wie** *How?* **Wann** *When?*	**Ich** *I*	**Wir** *We*	**werde** *am*	**werden** *are*	**(nicht)** *(not)*	**von Gott** *by God*	**übersetzt.** *translated.*	
	Er/Sie/Es *He/She/It*	**Sie/sie** *You/They*	**wird** *is*	**werden** *are*		**durch die Macht Gottes** *through the power of God*	**gereinigt.** *cleansed.*	
	Das Priestertum *The priesthood*	**Heilige Handlungen** *Sacred Ordinances*	**wurde** *was*	**wurden** *were*		**von Joseph Smith** *by Joseph Smith*	**berufen.** *called.*	**?**
	Die Kirche *The church*	**Propheten** *Prophets*	**wurde** *was*	**wurden** *were*		**durch den Geist** *through the spirit*	**wiederhergestellt.** *restored.*	
	Das Buch Mormon *The Book of Mormon*	**Alle Menschen** *All people*				**durch das Sühnopfer** *through the Atonement*	**getauft.** *baptized.*	
						als Kind *as a child*	**vergeben.** *forgiven.*	
						durch das Priestertum *through the priesthood*	**vollzogen.** *performed.*	
						durch Händeauflegung *through the laying on of hands*	**gesegnet.** *blessed.*	

Wurde das Buch Mormon von Joseph Smith geschrieben?
Was the Book of Mormon written by Joseph Smith?
Wurden Sie als Kind getauft?
Were you baptized as a child?

Nein, es wurde von ihm übersetzt.
No, it was translated by him.
Ja, ich wurde als Baby getauft.
Yes, I was baptized as a baby.

if the doer is inanimate, use "durch" + accusative for the doer of the verb. If the doer is a person, use "von" + dative for the doer of the verb. With this grammar principle there would be an exception with "Christus." He is a person, with verbs like "errettet" if you use "von Christus" it sounds as if something is saving you from Christ. In this situation it is appropriate to use "durch".

Function: Narrating experiences and telling stories
Context: Through Christ we can be cleansed from sin

Scenario:

Your companion is playing the role of a current investigator or a non-member he or she knows from home.

1. Teach: Teach your companion or another missionary about Through Jesus Christ We Can be Cleansed from Sin. Then switch roles.

2. Re-practice: Teach your companion or another missionary about The Restoration of the Gospel of Jesus Christ through Joseph Smith. Then switch roles.

Additional Scenario:

Your investigator doesn't keep the Word of Wisdom because he doesn't believe that Joseph Smith was a Prophet. Help him to understand that Joseph Smith was a Prophet and that the Word of Wisdom was given by God through His Prophet.

Der Words	dies__ jed__ jen__ all__ welch__ solch__ manch__ adjective-			
	Masculine	Neuter	Feminine	Plural
Nom.	der -e	das -e	die -e	die -en
Acc.	den -en	das -e	die -e	die -en
Dat.	dem -en	dem -en	der -en	den/n -en
Gen.	des/s -en	des/s -en	der -en	der -en

Ein Words	kein__ mein__ dein__ sein__ ihr__ Ihr__ unser__ euer__ adj-			
	Masculine	Neuter	Feminine	Plural
Nom.	ein__ -er	ein__ -es	eine -e	keine -en
Acc.	einen -en	ein__ -es	eine -e	keine -en
Dat.	einem -en	einem -en	einer -en	keinen/n -en
Gen.	eines/s -en	eines/s -en	einer -en	keiner -en

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